1 OF 1

ED 081 275

DOCUMENT RESUME

ED 081 275 FL 004 560

TITLE	Description of Bilingual Programs Funded by Title I, ESEA.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.
REPORT NO	K-3D-S
PUB DATE	May 73
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; Chinese; Educational Programs; Elementary School Students; *English; High School Students; Junior High School Students; Kindergarten Children; *Minority Groups; *Program Descriptions; Puerto Ricans; Secondary Education; *Spanish; Spanish Speaking
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; New York City

ABSTRACT

This booklet presents a description of 16 bilingual programs funded by Title I, ESEA in New York City. Information includes a description and list of objectives for each program. (SK)

FILMED FROM BEST AVAILABLE COPY

ED 081275

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

DESCRIPTION OF BILINGUAL PROGRAMS FUNDED BY TITLE I, ESEA

FL 004 560

May, 1973

Community School District 1

Bilingual Bicultural Program in Conjunction with Title VII

Program Description

This component is a recycling of the 1971-72 program which was funded also by Title VII ESEA funds. The program was established on the premise that there is a cause and effect relationship between language handicap and poor academic achievement. The school population of this district is over 75% Spanish-speaking and has the highest percentage of pupils in the language classification of one (1) and two (2) who speak little or no English.

The program will be housed in three schools, PS 20, PS 73 and PS 174. Each school will have four bilingual classes, one on each grade level (K-3) or a total of 12 classes and will be reorganized from existing classes of each grade.

The target participants will include pupils who do not speak English or who do not have sufficient mastery of English to be able to keep up with subject matter taught exclusively in English, pupils who are of Spanish background but who have become dominant language is English but who wish to learn Spanish. The aim of the program is to offer pupils the opportunity to become facile in two languages and to become acquainted with the heritage of two cultures.

Pupils will be taught all basic skills in their dominant language whether it be Spanish or English. At the same time, they will begin to develop competency in the second language. Each successive year of instruction in the second language will increase until the fifth year of the program when all participants are expected to achieve bilingual proficiency.

Program Objectives

1. To develop a significantly increased competence in Spanish reading ability.
2. To develop a significantly increased competence in mathematics ability.
3. To develop a significantly increased competence in English reading ability.
4. To develop increase competence in Spanish reading ability.
5. To involve fifty percent of the parents of all students in School related activities.

Community School District 1

Elementary Bilingual Program

Program Description

This program will meet the needs of Spanish-speaking children on the elementary level who experience difficulty learning academic subjects in an English-speaking environment. Over 75% of the pupils in the district are Spanish-speaking and the district has the highest percentage of students in the language classification of 1 and 2 who speak little or no English at all. Experience in the district has shown that an "English-approach" only to the teaching of non-English-speaking pupils has not resulted in providing any acceptable standard of academic achievement. Furthermore, non-English-speaking pupils acquire negative self-concepts when they are not able to achieve successful school experiences.

This bilingual instructional program will provide instruction in all subject areas in the dominant language while pupils learn the second language. This will afford Spanish-speaking children an early opportunity not only to experience success in school subjects but will promote positive self-concepts which will lead to further success in school.

The participants in this program, however, will all be Spanish-speaking pupils and who are primarily in the language category of 1 and 2 in the New York City Board of Education's Scale of Pupils' Ability to Speak English. Enrollment of all children will require parental consent. All pupils will be screened on the basis of records and applicable testing so as to determine proper placement.

The program will operate in four schools which were selected according to need. The schools are: P.S. 15, P.S. 64, P.S. 140, and P.S. 188. Each school will have two bilingual classes, one for the Kindergarten and one for the first grade. Each class will have a maximum of 20 pupils. The program will serve a total of 160 pupils. The pupils in addition to being taught all basic skills in Spanish will also receive daily formal instruction in English as a second language. Cultural heritage will be an integral part of the instructional program. The pupils will be instructed in Puerto Rican and Hispanic history and culture.

Program Objectives

1. To develop readiness skills for Kindergarten students to the extent that 50% will achieve a median score or higher on the May administration of the New York City Pre-Reading Assessment Test (Spanish form).

2. To assist 70% of the first grade students in attaining grade level performance on the Interamerican Series Reading Achievement Test.

3. To assist 60% of the Kindergarten students in progressing to lesson ten in the Houghton Mifflin Reading Series and to attain 50% performance on the tests for that level.

4. To assist 60 percent of the students in first grade in progressing to lesson fifteen in the Houghton Mifflin Reading series and to attain 50 percent correct performance on tests designed for that level.

5. To develop Mathematical competency to the extent that 70 percent correct or higher on the K curriculum IPI math test, and that 70 percent of the first grade students will achieve scores of 50 percent correct on the IPI First grade curriculum Math Test.

Community School District 1

Secondary Bilingual Program

Program Description

This bilingual program is similar to the elementary bilingual program in its objectives except that it will meet the needs of the Spanish-speaking pupils on the secondary level who are experiencing difficulty in learning academic subjects in an English-speaking dominant classroom. Over 75% of the pupils in the district are Spanish-speaking and more than half of the secondary level pupils or two (2) who speak little or no English at all. Many of these adolescents are non-readers even in their own language.

This program will be a non-graded bilingual program to meet the needs of these Spanish-language dominant pupils with some or without previous schooling in Spanish or with poor language competence. They will be selected on the basis of careful screening of records, interviews, guidance counselors referrals and testing. Parents will also be contacted and consulted prior to placement.

The program will be housed in JHS 22, JHS 60 and JHS 71. Each school will have two classes in grades 7th and 8th and will consist of 20 students to a class or a total of 120 for the program. Placement in these two classes will also be in accordance with age as well as academic background. The program will operate during the regular school hours from September 1972 through June 1973.

Instruction in the major content areas will be in Spanish and emphasis will also be placed on the teaching of English as a second language. The instructional program will consist of the curriculum prescribed by the Board of Education and will include Puerto Rican and Hispanic cultural heritage which will be an integral part of the instructional program. However, flexibility will be provided to allow for adaptation to the needs and abilities of the pupils in the area of methodology and curriculum development. Opportunities for interaction and contacts with English-speaking pupils will be provided through participation in the regularly scheduled classes, such as Industrial Arts, Music, Art and Physical Education.

Program Objectives

1. 90 percent of all participating students classified as non-readers in Spanish at the beginning of the year will be able to read at a first grade level in Spanish at the end of the year.

2. 80 percent of all Spanish speaking students who are classified as readers (Spanish) will increase their reading achievement in Spanish by one grade equivalent.

3. 70 percent of the students enrolled in the program (both readers and non-readers) will exhibit significantly more positive attitudes towards school at the end of the year than at the beginning.

4. 70 percent of the students participating in the program will have a better attendance record this year than last.

Community School District 1

Chinese Bilingual Program

Program Description

The program is similar to the elementary and secondary bilingual programs for the Spanish-speaking pupils in its objectives and methodology except that it is geared to the special needs of Chinese-speaking pupils from grades 4 to 6 who have difficulty in learning prescribed curriculum with English as the sole medium of instruction.

The most recent district statistics indicate a growing register of Chinese-speaking pupils, 547 in the elementary schools and 400 in the secondary schools which is an increase of over 8% since 1970. Most of them are recent arrivals to this country with little or no knowledge of English.

The difficulty of learning academic subjects in an English-speaking dominant environment is compounded even more with Chinese-speaking pupils because of the differences in language which are so unlike the Indo-European family of languages with its phonetic system and grammatical patterns. Grammatical features in English, for example, do not necessarily have a corresponding feature in Chinese such as infinitives, verb agreements, tense inflections and articles. The problems of learning English and of teaching English, therefore, is totally different than that of learning and teaching of other non-English-speaking pupils.

The program will operate during the regular school hours from September 1972 to June 30, 1973. It will be housed in PS 19 and PS 73, the two schools which have the highest proportion of Chinese-speaking pupils who are in the language category of 1 or 2 who speak little or no English. Each school will have one class of approximately 25 pupils for a total of 50 pupils serviced. Pupils will be selected on the basis of poor language competence, teacher and guidance counselor's referrals, class records, reading scores, test results and interviews. Parents will be consulted prior to placement.

Instructions in the major subject areas prescribed by the Board of Education such as mathematics, language arts, and social studies will be given in Chinese in the standard dialect of the dominant Chinese-speaking pupils which is Cantonese. However, where applicable and necessary, instruction may also be given in Mandarin individually or in small groups where the Mandarin-speaking group may predominate. Chinese culture and history will also be an integral part of the instructional program. Flexibility will be permitted to allow for adaptation to the needs and abilities of the pupils especially in the areas of curriculum needs and pedagogical techniques. Opportunities for interaction and contacts with English-speaking pupils will be provided through participation in the regularly scheduled classes in music, art, health education, school trips and assembly programs.

Program Objectives

1. To significantly increase the English reading ability of all enrolled students.

2. To significantly increase the self-concept of all enrolled students.

3. To involve 50 percent of the parents in the school

Community School District 3

Bilingual Program

Program Description

Spanish and French speaking children experience difficulty learning academic subjects in an English-speaking environment, due to their incomplete grasp of English. Non-English speaking children acquire negative self concepts as they perceive themselves as non-learners. The Spanish or French-speaking parent finds it difficult to participate in the activities of a totally English-speaking school.

The bilingual instructional program can provide Spanish and French speaking pupils with immediate successful experiences in a familiar language as opposed to the language and culture shock a child is likely to experience in a standard instructional program. The implication for educators would seem to be that children must be afforded an early opportunity to experience success in school so that a resulting positive self-concept will lead to further success in school.

Newly admitted Spanish-speaking or French-speaking pupils admitted on transfer are interviewed by English as a Second Language personnel at the school level to determine language dominance. Parents of those pupils rated "Category 2" (or level D through F on the Scale of English Language Ability) are invited to enroll their children in the Spanish or French dominant component of the Bilingual Program.

Spanish Dominant or French Dominant children (category 2) may participate in the Bilingual Program only when parents request such placement. Extensive recruitment and community education efforts are undertaken to support the volunteerism aspect of the program.

Each Kindergarten class will receive approximately seventy-five to eighty-five per cent of its instruction in the dominant language and approximately fifteen to twenty-five per cent of the time will be spent in studying a second language.

First grade classes will be receiving approximately sixty-five to seventy-five per cent of the instruction in their dominant language and twenty-five to thirty-five per cent of the instruction will be in the second language.

These percentages may be changed as indicated by needs.

Cultural Heritage will be an integral part of the language instruction for both English dominat and Spanish or French dominant students.

Appropriate French materials of instruction will be provided for the 3 Haitian classes at P.S. 9.

This program will serve 425 participants in grades K to 3.

Program Objectives

1. To maintain and promote the bilingual child's normal academic progression while simultaneously developing competence in the English language. This is to be accomplished by providing the child with between 65 and 85% of his instruction in his dominant language. The precise percentage of instructional time depends upon grade level.

2. To develop bilingual materials and curriculum which may be drawn upon by bilingual teachers, educational assistants, and parents.

3. To provide in-service training to the 17 teachers and 21 para-professionals.

4. Outreach. This objective is concerned with increasing parental participation in the program and determining their involvement with the program.

5. To develop a positive appreciation on the part of the child of his own as well as other cultures. This is to be achieved by developing an instructional program which stresses cultural heritage in such areas as social studies, art and music.

Community School District 4

The Bilingual Program

Program Description

This program will serve a total of some 600 children in 12 schools in District 4, as follows: children in grades 1 to 3 in PS 83, 101, 102, 107, 121 and 168; children in grades 4 to 6 in PS 57, 155, and 206; and children in grades 6 to 9 in IS 117 and JHS 13 and 99.

In the elementary schools, 50 percent of the participants will be Spanish dominant and 50 percent will be English dominant. Children will be taught language arts and mathematics in their dominant language; and science, social studies, music, and games, bilingually. English-dominant children will be taught Spanish as a second language and Spanish-dominant children will be taught English as a second language.

In the secondary schools, only pupils who rate D to F on the English-speaking rating scale and who come from environments where the dominant language is Spanish will be serviced. English will be taught as a second language. All prescribed subjects will be taught in Spanish first, with English being only gradually introduced. Students will also receive instruction in physical education, shop, art, and music and will participate in math lab and reading lab activities.

Program Objectives

1. To raise reading and mathematics ability through special instruction in Spanish and English.

2. To improve language and communication skills.

3. To improve use and facility of second language.

Community School District 5

Bilingual Teacher-Paraprofessional Enrichment Program

Program Description

This program will help to overcome existing academic problems, identity and cultural needs of 600 English, Spanish and French speaking children in PS 30, 125 and PS 161 in grades 1-3. The following special needs will considered: skills instruction in basic language; opportunities for children to interact socially and to share cultural experiences in an educational setting.

The mastery of academic skills needed to succeed as a student is a slow, frustrating and too often unrealized objective for bilingual children whose special needs are not met. These special needs include skills intruction in the basic language; opportunities for children to interact socially and share cultural experiences in an educational setting. In order to meet these needs and in cooperation with the Title VII program, instruction will be provided as per the Coral Way approach. In other words, children will be grouped according to language dominance for part of the day and according to discipline area abilities for other parts of the day. A Spanish dominant child who is exellent in mathematics may be grouped with all Spanish dominant children for pupposes of developmental reading and with Spanish, English and French dominant children of similar math abilities for math lessons presented in English. Although many Title VII programs choose to teach math in the dominant language, we would like to use the approach which has been successful at New York's Bilingual School, PS 25. At that Title VII center, children of any language area are taught math in English. The teachers feel that math, is a new vocabulary no matter what language is used for instructional purposes. Therefore, providing the instruction in math, allows for Spanish and French dominant children and also allows for ethnic interaction on a regular, rather than token basis.

The teachers would be working in a team situation in order to plan similar lessons in the various language groups and work this proposal describes the special techniques and procedures which will be used in the dual bilingual education classrooms. The process and product objectives concisely describe the extent to which various procedures will be utilized and the degree to which children will receive instruction in their dominant and second languages. Current plans call for Spanish dominant children to receive approximately 70-80% of classroom instruction in their dominant language. At the same time, the children will receive daily instruction in a second language as well as academic lessons in the second language. More specific instructional schedules will be designed by the teachers during the summer workshop.

Community School Distric 6

Non-Graded Bilingual Program

Program Description

The program will service 90 boys and girls in grades 1 - 4 . The program is designed to prepare Non-English speaking children for school and out of school contacts and relationships with English speaking children, with an emphasis on improved inter-cultural understanding.

Program Objectives

1. Non-English speaking children will gain proficiency in English.
2. Non-English children will establish positive peer relationships with English speaking children.
3. Non-English speaking children will be oriented to and will become interested in the curriculum philosophy of the N.Y.C. school system to the extend that they will perform to grade norm in all subjects areas.
4. Parents of these children will be ready to establish and maintain contact with the staff and have positive feelings about the school.

The Bilingual Mini School at PS 192 M

Program Description

The program is designed to meet the needs of the non-English child entering the bilingual program thru his placement in a classroom with a bilingual teacher and a bilingual program assistant.

Program Objectives

1. To develop positive appreciation of the pupils' own as well as other cultures through the use of historical and cultural information.
2. To provide a more positive attitude toward school on the part of the pupils'.
3. To progressively develop and sustain, language, arts ability of the pupil's grade level.

Community School District 9

Bilingual Junior High School Program

Program Description

In this project approximately 300 junior high students in District 9 will be served. During the first year, pupils will receive Language Arts Instruction in English and Spanish. Math and science will be taught in the child's dominant language. Physical Education, Art, and Music will be presented as a mixed activity for both groups. There will be three sharing periods a week in which classes will share learning in content areas. Math will be introduced later in the year in the second language. Cassettes will be provided to each school. Classes in the major subject areas of emphasis will be non-graded to achieve greater homogeneity and thereby lessen frustration and boredom. Mathematics, science, Spanish as a first tongue and emphasis will be placed on second language learning. A variety of graded materials suitable to the needs of the children will be utilized. Classes will provide a relaxed, tension-free atmosphere conducive to learning.

Through a series of trips, discussions and career oriented program, children will be assisted in making wise choices of subjects and activities. Arangements will be made to have pupils visit High schools and to have former students speak with them. Every opportunity will be given to have the pupils explore their own interests. They will explore the vocational and social aspects of our society through contact with a variety of persons from different walks of life.

In order to achieve optimum intergration with children whose dominant language is English, children in the program will be scheduled for such subjects as art, music, health education, industrial arts, and home economics in integrated classes. Common educational and recreational facilities such as the auditorium, gymnasium, library and music rooms will be utilized in such a way to provide additional opportunities for the children to mingle with the other children in the school. The schools involved include J-22, 82, 117, 145 and 148.

Program Objectives

1. To increase language fluency of English and Spanish-speaking children attending Junior High School.

2. To develop reading readiness skills.

3. To develop understanding of American and Puerto Rican cultures.

4. To have preservice, inservice and training to teachers and auxiliary personnel.

Community School District 15

Bilingual-Bicultural Program

Program Description

A resource center will be established at PS 1 to be the center of District 15's bilingual program. The center will have four (4) bilingual classes on the kgn. first and/or second grade with an estimated register of 25 children per class.

There will also be 5 extension schools with a bilingual cluster of 2 classes on the first grade. They will work as a team in self-contained classrooms serving 25 children per class. They will be located at PS 15, 38, 94, 107, 321. (Approximately 400 children will be served at approximately $900.00 per child).

The project is structured to teach content areas to all children in their dominant language and to provide Language Arts instruction in both English and Spanish. English as a second language will be taugh to Spanish dominant classes and Spanish as a second language will be taught to English dominant classes.

.....

Since the long term goal of the program is to develop functional bilingualism the amount of instruction in content areas in the second language will gradually be increased in order to reach a 50/50 ratio by grade 6.

Program Objectives

1. To offer students both English speaking and Spanish Speaking, an opportunity to develop functional bilingualism:

2. To facilitate the academic achievement of Spanish speaking pupils by teaching them in their own language, while developing for them skills in English;

3. To maintain and improve for the Spanish speaking pupils their language power in Spanish:

4. To develop for the English speaking pupils facility in Spanish and thus enrich their lives:

5. To develop positive attitudes of learning in all pupils which will result in improved attendance.

Program Objectives

6. To create a positive self image and pride in his heritage by using the pupil's dominant language as the language of instruction:

7. To create a positive self image and to enrich the lives of all pupils by developing an understanding of Hispanic cultural backgrounds and inculcating mutual respect for people of various ethnic backgrounds.

8. To develop community-parental-school programs:

9. To develop a bilingual staff that will have teaching skills as will as language competency in both English and Spanish:

10. To develop a prototype at PS 1 that might be used as a pattern of organization for a bilingual school within a school in other parts of the city:

Community School District 16

Bilingual Program - PS 116

Program Description

The target population will be twelve selected classes in the Kindergarten, primary, and intermediate grades where a large number of pupils are non-English speaking and are rated on the Puerto Rican Study Scale as "D", "E", or "F". Those children in these classes will live in the zoned boundary lines of Public School 116. The classes will be bi-lingual in the following grades: K to 6. Approximately 360 children will be serviced.

The program will employ one teacher in each of the twelve selected classes. One of the teachers will have a speaking, reading and writing knowledge of both Spanish and English.

It is envisioned that a variety of approaches, depending upon the needs of the children, on a particular grade will be employed to provide the instruction. For a part of the school day the Spanish-Speaking Teacher will instruct the other group of pupils in English.

At other times of the day the entire class will be taught the same concepts of skills. However, at this time the Spanish-Speaking teacher will translate simultaneously the information in Spanish. Also, there will be a daily English language instruction period using the audio-lingual approach.

Materials, techniques, and skills developed by the District's Title VII Program will be incorporated where and when feasible.

Periodically, the Spanish-Speaking teacher will meet with the parents of the children to provide suggestions for improving and strengthening the children's performance in school and also to encourage them to learn English as a second language. It is envisioned that the Spanish-Speaking Teacher will provide a course in Spanish for teachers in school who desire to learn Spanish as a second language.

Program Objectives

1. To improve the ability of children to use the English language.

2. To improve and reinforce pupil's knowledge of their own language and vocabulary.

3. To familiarize the pupils with their own cultural heritage and country of origin through songs, stories, music, picture, etc.

Community School District 19

Bilingual Supportive Services/Bilingual Program

Program Description

This program is one which utilizes the fulltime services of a bilingual team consisting of a bilingual educational assistant, a bilingual teacher in school and community relations, and a teacher of English as a second language (TESL) in all the Title I schools of District 19, in order to service those students for whom English is a second language. In addition, dual services for the Hispanic student will be provided by the bilingual teacher. The emphasis will be on bilingual education, language development, and knowledge of cultural heritage.

The program will attempt to establish and develop the process of communication, so that the pupils for whom English is a second language can achieve success in reading grade achievement, and development of appropriate language skills in both English and Spanish.

It will also serve to bridge the communications gap between the school and the community by providing a liaison person who could give supportive assistance to the bilingual student and his parents.

In addition, the Bilingual Supportive Program will be composed of various pilot bilingual programs. These programs will take place in various schools in District 19.

Target I: This pilot Program will consist of children of Hispanic background who are 5-6-7 years of age who speak and understand only Spanish when they register in New York City schools, and of English-speaking children whose parents voluntarily request for their enrollment in this program. This bilingual program of instruction will be provided for children in Kindergarten, first, and second grades. Children in these classes will participate together in the daily program. An English speaking teacher, a bilingual teacher, and a bilingual paraprofessional will work together utiling a team teaching approach.

At the start, one group in each of the above grades will be taught in its dominant language except in the areas of mathematics and science, which will be taugh in both English and Spanish. The second language would also be introduced.

Each year a new grade will be added to the highest succeeding grade until the pupils attain equal ability in both languages by the fifth year of the program.

A variation of this bilingual pilot program will consist only of Hispanic background who speak and understand only Spanish when they register in New York City schools.

In order to implement this program, three (3) Bilingual Classroom Teachers (reimbursable) will be utilized at PS 63, who will coordinate their activities with the early childhood teachers (tax levy) of the grades.

Target II: This program will consist of children of Hispanic background who are non-English speaking and who can read only in Spanish (third grade and up). To increase the academic achievement of these children, the teacher will instruct the children in their dominant language in some academic subjects as well as in the language arts program. The children will thus develop their linguistic and reading skills in their dominant language, which will provide for the acquisition of concepts which can later be transferred to the child's second language. The child will also receive instruction in ESL. It will be in operation in the grade of highest priority, as per needs of school. In addition, children of Hispanic background who are extremely retarded in reading English and who cannot read in Spanish, will be serviced by this facet of the program. This program will operate in PS 202, 159, 174, and 345. Each school will utilize the services of three (3) full-time Bilingual Classroom Teachers.

Target III: A bilingual program in the Intermediate and Junior High School will include:

a. Children of Hispanic background who can read only Spanish.
b. Children who cannot read in English nor in Spanish and whose ability in Spanish was never developed and thereby handicapped them in both languages.
c. Children with no background in the second language.

A program of instruction will be provided to increase the academic achievement of these pupils by teaching them content areas in their own language while they are developing their skills in English, thus providing for the acquisition of concepts in subject matter which can later be transferred to the second language. The child will also receive intensive instruction in English as a Second Language. These children will be mixed in classes such as shop, music, art, and physical education. This program will be in operation at J.H.S. 296 and will utilize three (3) Bilingual Classroom Teachers.

Community School District 23

Bilingual Program in School and Community Relations

Program Description

The Bilingual Program in School and Community Relations is a recycled program. It will be in twelve (12) elementary and intermediate schools. These schools are: PS 41, PS 144, PS 150, PS 156, PS 175, PS 183, PS 184, PS 284, PS 298, PS 327, PS 332 and PS 396.

It will be conducted by thirteen (13) teachers: one teacher will assigned to each school involved and one teacher will be located at the district office. Each teacher will be able to meet the language and cultural needs of approximately 65 bilingual children. Their duties will relate to the school staff, to pupils for whom English is a second language, to their parents and to the community. The teacher will utilize his bilingual and bicultural knowledge and skills to assist in the guidance of non-English speaking pupils. The teachers are supervised by the District Coordinator of Bilingual Programs. Each teacher will be assisted by a bilingual paraprofessional who will prepare materials, work with pupils and parents in follow-up actions, and work with teachers in areas of pupil attendance and guidance.

In order to enrich the instructional program of our bilingual children (French and Spanish-speaking) and to help familiarize the staff with particular cultural differences, history, and sensitivities, appropriate curriculum materials will be developed and planing and carrying out of training sessions will take place. The parties of concern will be the assigned teachers, parents, and other community persons.

Program Objectives

The objective of the program is to improve the reading and verbal capacity to comprehend English in the formal educational setting including the classroom and the school in general.

Community School District 24

Bilingual Community Liaison Program

Program Description

The Bilingual Community Liaison Program will operate at PS 19 Q and PS 143 Q. One licensed Bilingual teacher of home and school relations will be employed at PS 19 and one will be employed at PS 143 Queens.

The Bilingual Community Liaison will serve the 1130 Spanish speaking eligible Taget Population pupils of PS 19. The Bilingual Community Liaison will serve the 250 eligible Taget Population Spanish Speaking pupils at PS 143Q. A total of 1380 Spanish speaking pupils will be served. Of the 1380 Spanish speaking pupils, 147 are Puerto Rican, 1233 are from other Spanish speaking countries.

The program, under the supervision of the Principal of each school (PS 19 and PS 143 respectively) is designed to narrow the communication gap between the home and the school, that is impeding the normal advancement of the Spanish-speaking child. Promotion of scholastic achievement is attained by encouraging parents to participate in school activities and arranging workshops for parents of Spanish-speaking children and of Bilingual par-professionals to enable them to play positive roles in the home-school-community situation. The Bilingual Community Liaison Teacher may visit homes, meet with members of the parents' association and meet with other interested members of the community to foster better understanding of the school and of the community. The Bilingual Community Liaison will also serve as a liaison between the parents and other private and public referral agencies (such as to the school Guidance Counselor, B.C.G. Welfare, etc.)

Many of the pupils at PS 19 and PS 143 are minority group members, many of whom are under and marginal-achieving students, coming from low-middle income families. Building their confidence as well as motivating them towards higher academic learning experiences and skills are some of the goals of this project.

Program Objectives

1. To develop positive relationships among community, parents and school personnel.

2. To promote positive attitudes toward education.

Community School District 31

Pilot Program for Spanish Speaking Children

Program Description

The program will involve approximately 110 Children attending PS 31, and PS 44. The target grade level for this program will be Grades 2,3, and 4.

After initial screening, for the purpose of identifying language difficulties as they may relate to lack of achievement, children will be instructed in small groups by the bilingual teacher. Follow up instruction will be given to the classroom teacher. Specific learning aids and exercises will be given to these children as part of their regular classroom curriculum. An anecdotal record will be maintained for each group and for individual children, as the need may be indicated.

The children will be grouped according to degree of language difficulty. Each group will consist of not more than eight (8) to ten (10) children. The small and large group instruction will involve familarization with the community and its resources through walking trips in the area. Parental involvement will be encouraged in this and all other activities both in and out of school. The historical and cultural background of Puerto Rican children will be taught and shared throughout the program in and out of the regular classroom.

Each group will meet on a regular basis at least two days each week for 40 minutes. Additional instruction will be given by the educational assistants (who are bilingual and experienced) at least twice a week, under the supervision of the classroom teacher.

The teachers who have Spanish speaking children in their classes will participate in an in service program that will be conducted after school. There will be 10 teachers who will receive training. There will be 10 2 hr. sessions for each teacher. There will also be a teacher trainer who will teach teachers after school, for 10 sessions of 2 hr. duration each.

Program Objectives

1. To have school wide activities emphasizing cultural similarities and differences.

2. As a result of instruction given in both languages it is expected that comprehension will be improved.

3. To teach non-English speaking children oral English that will enable them to begin English reading activities.

4. To provide children who have not had any school experience with an opportunity to develop a positive attitude toward school and learning.

5. To assist parents in improving their child's health.

Office of Bilingual Education

Building Bridge to Better Bilingual Education

Program Description

Centrally located at the Office of Bilingual Education, the Training component of the program Building Bridges to Better Bilingual Education is succeeding in becoming an educational change agent. Having as its target population Title I eligible children attending the New York City Public Schools, it has initiated a teacher preparation program specifically designed to meet their instructional needs.

The primary strategy for initiating change in the educational system is the provision of intensive training in the field of Bilingual Education to future teachers who are at the paraprofessional and professional assistant levels. This training includes courses in Methodology of Bilingual Instruction, Puerto Rican and Hispanic Culture and Language Proficiency in English and Spanish. The focus of all instruction is the bilingual child and his needs.

The program will provide 140 paraprofessional positions in Title I program. The paraprofessionals will assist the non-English-speaking children in classes under the direction of teachers who speak little or no Spanish and will provide direct assistance to regular teachers in using a bilingual approach to instruction.

Program Objectives

1. After 6 weeks of reading instruction in the pupil's dominant language, the reading grade of the participating Title I Spanish-speaking pupils attending on a regular basis will show a statistically significant difference between the real post-test score and anticipated post-test score as measured by an appropriate level of the C.I.A. Reading test.

2. After 6 weeks of instruction in mathematics in the pupils's dominant language, the mathematics grade of the participating Title I Spanish-speaking pupils attending on a regular basis will show a statistically significant difference between the real post-test score and anticipated post-test score as measured by an appropriate level of the C.I.A. Mathematics Battery test.

3. After 6 intensive sessions of instruction in the inservice training course - Teaching of Reading to the Bilingual Learner - 80% of the participating paraprofessionals who scored below 75% on the pre-test developed and administered by staff and consultants in July of 1973 will improve their pre-test score by 10% or more on a post-test developed and administered by the staff in August of 1973.

4. After 6 intensive sessions of instruction in the inservice training course - Teaching of Mathematics to the Bilingual Learner - 80% of the participating paraprofessionals who scored below 75% on the pre-test developed and administered by the staff and consultants in July of 1973, will improve their pre-test scores by 10% or more on a post-test developed and administered by the staff in August of 1973.